

# Structured Academic Language Practice:



*If they can say it,  
they can write it!*



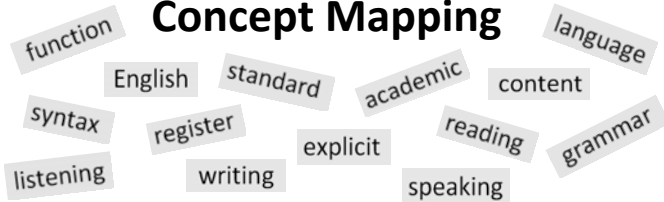
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## Objectives

Participants will learn how to:

- Use standards-based strategies to **differentiate structured academic language practice for English Learners in mathematics.**
  - Concept mapping
  - Transition words
  - Differentiating sentence frames by CELDT level
- **Engage** students in **academic discourse** in the **mathematics classroom.**

## Concept Mapping



- In the **envelope**, you'll find some very **important** and **interesting words**.
- **Share** with your **partner** what you **know** and **understand** about these words and **how** they may be **linked** to **each other** and/or to **structured academic language practice**.
- Be sure to **use each word** when you are **sharing**!

## What Does It Mean to Know a Word?

It means **knowing the word's**:

- **literal meaning**
- various **connotations**
- How its **meaning may change** according to the syntax, or sentence structure (in context)
- Its **morphological options** (how do the affixes change its meaning)
- Its **semantic associates** such as synonyms and antonyms

(Verhallen & Schoonen, 1993)

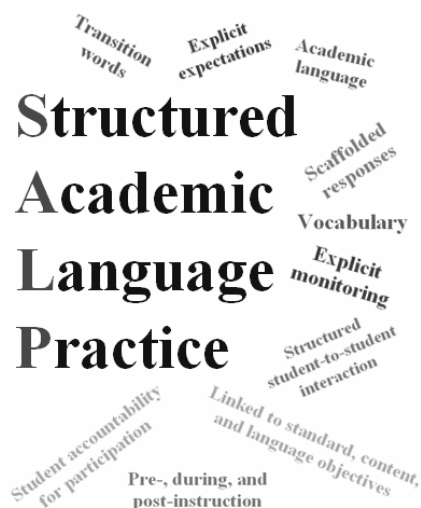
## Vocabulary and Concept Development

"Vocabulary instruction rarely occurs despite the fact that it is the **academic language** of **classrooms and texts** that prove **most difficult** for ELLs and in spite of the fact that ELLs – and their classmates – **need between 12 and 14 exposures to a word and its meaning, across multiple contexts** (different texts, classroom discussions, writing activities), in order **to gain a deep understanding of a word.**"

(Center on Instruction, 2006)

## Why Structured Academic Language Practice?

- English Learners must have **multiple structured academic language practice opportunities daily**
  - To **build on** their **speaking** strength
  - To **build** their **vocabulary**
  - To **improve** their **fluency** with **academic English**
  - To **improve** their **reading and writing**
  - To **increase** their **academic achievement**
  - To **raise** their **CELDT proficiency** level
  - To **help** them be **redesignated Fluent English Proficient (RFEP)**



## What is Academic English?

### Quick-Write:



- What is Academic English?
- Then share with your elbow-partner.



### Talk-Show Host:

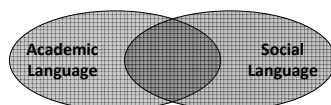
- What is your **definition** of Academic English?
  - Phone a friend
  - Poll the audience
- Resident **editors**:
  - Record the definition
  - Check for comprehensibility



## What's the Difference?

- **Vocabulary instruction** for English Learners must be **based on** an **understanding** of the **differences** between **academic language** and **social language**.
- Students need **speaking experience** and **explicit models** to **master both**.
- **Academic language** is **more cognitively demanding** and **specialized** in nature **requiring explicit** language **models** of **how the two differ**, and **explicit practice** in **how to use it**.

(Center on Instruction, 2006)



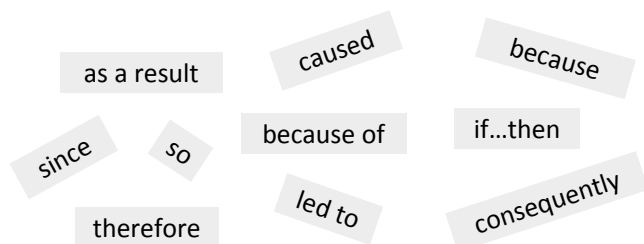
## Why Teach Academic English Explicitly?

“There is a pressing need for much more structured and planned ‘talk’ to increase the academic language skills of ELLs and their native English-speaking peers.”

- Center on Instruction, 2006

## Transition Words

**Academic language** are the **bricks**, while the **transition words** are the **mortar** that **complex**, **compound sentences** are **built upon**.



## Explicit Academic English Instruction

One way of modeling the difference between **conversational** and **academic** language is by explicitly teaching the use of academic language stems, such as:

Conversational	Academic
My idea is <b>like</b> ____'s idea.	My idea is <b>similar to</b> ____'s idea.
My idea is the <b>same as</b> ____'s.	I agree with ____'s <b>perspective</b> . I also think that...
My idea is <b>different from</b> ____'s idea.	My idea <b>builds upon</b> ____'s idea.

(Kinsella, 2007)

## Description Sentence Frames

- \_\_\_\_\_ is like \_\_\_\_\_ in that \_\_\_\_\_.
- I would describe \_\_\_\_\_ as \_\_\_\_\_.
- \_\_\_\_\_ could be described as \_\_\_\_\_.
- You might say that \_\_\_\_\_ is/are \_\_\_\_\_.
- In my opinion, \_\_\_\_\_ is/are \_\_\_\_\_ because \_\_\_\_\_.
- It is evident that \_\_\_\_\_ is/are \_\_\_\_\_.
- \_\_\_\_\_ has/have \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- One distinguishing characteristic of \_\_\_\_\_ is \_\_\_\_\_.

## Analogies and Showing Relationships Sentence Frames

- \_\_\_\_\_ is like \_\_\_\_\_ and \_\_\_\_\_ in that it \_\_\_\_\_.
- \_\_\_\_\_ is related to \_\_\_\_\_ in that it \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ has an \_\_\_\_\_ relationship to \_\_\_\_\_ because \_\_\_\_\_.
- In my opinion, \_\_\_\_\_ is/are related to \_\_\_\_\_ because \_\_\_\_\_.
- It is evident that \_\_\_\_\_ is/are components of \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ has/have \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- One related characteristic of \_\_\_\_\_ to \_\_\_\_\_ is \_\_\_\_\_.
- In \_\_\_\_\_ you find \_\_\_\_\_, which is related to \_\_\_\_\_.

## Sequence/Chronological Order Sentence Frames

- In the beginning, \_\_\_\_\_, then \_\_\_\_\_.
- Initially, \_\_\_\_\_; subsequently, \_\_\_\_\_.
- At the start, \_\_\_\_\_, then \_\_\_\_\_.
- After \_\_\_\_\_, \_\_\_\_\_ eventually \_\_\_\_\_.
- At the outset, \_\_\_\_\_, but in the end, \_\_\_\_\_.
- Originally, \_\_\_\_\_, but then \_\_\_\_\_.
- To begin with, \_\_\_\_\_; however, \_\_\_\_\_.
- At the outset, \_\_\_\_\_. Meanwhile, \_\_\_\_\_.

## Compare and Contrast Sentence Frames

- \_\_\_\_\_ is like \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ is like \_\_\_\_\_ in so far as \_\_\_\_\_.
- \_\_\_\_\_ is similar to \_\_\_\_\_ in that \_\_\_\_\_.
- \_\_\_\_\_ and \_\_\_\_\_ are similar because \_\_\_\_\_.
- \_\_\_\_\_ is unlike \_\_\_\_\_ in that \_\_\_\_\_.
- \_\_\_\_\_ is different from \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ differs from \_\_\_\_\_ in so far as \_\_\_\_\_.
- One can distinguish \_\_\_\_\_ from \_\_\_\_\_ in that \_\_\_\_\_.

## Cause and Effect Sentence Frames

- The cause was \_\_\_\_\_, while the effect was \_\_\_\_\_.
- There were several causes to \_\_\_\_\_, which include \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- There were several effects of \_\_\_\_\_, which include \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- The unintended effect of \_\_\_\_\_ was \_\_\_\_\_.
- The direct cause of \_\_\_\_\_ was \_\_\_\_\_.
- The indirect cause of \_\_\_\_\_ was \_\_\_\_\_.

## Problem and Solution Sentence Frames

- The problem arose when \_\_\_\_\_. The solution that \_\_\_\_\_ devised was \_\_\_\_\_.
- \_\_\_\_\_ became a problem, which \_\_\_\_\_ ultimately resolved by \_\_\_\_\_.
- The problem involved \_\_\_\_\_ and \_\_\_\_\_, who consequently provided the solution by \_\_\_\_\_.
- The problem was that \_\_\_\_\_. \_\_\_\_\_ solved the problem by \_\_\_\_\_.

## Sequencing and Identifying Relationships Sentence Frames

- \_\_\_\_\_ is a component of \_\_\_\_\_.
- It is evident that \_\_\_\_\_ is/are \_\_\_\_\_ of \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ has/have \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Two related characteristics of \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.
- In \_\_\_\_\_ you find \_\_\_\_\_, which is also related to \_\_\_\_\_.
- \_\_\_\_\_ is related to \_\_\_\_\_ in that it \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- First, \_\_\_\_\_, next, \_\_\_\_\_, and finally, \_\_\_\_\_.
- To begin with, \_\_\_\_\_; however, \_\_\_\_\_.

## Classification Sentence Frames

- \_\_\_\_\_ can be classified into \_\_\_\_\_ categories: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- The \_\_\_\_\_ category includes \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ belongs in \_\_\_\_\_ category because \_\_\_\_\_.
- The characteristics used to classify \_\_\_\_\_ were \_\_\_\_\_.
- Classifying \_\_\_\_\_ helped me understand the problem better because \_\_\_\_\_.
- Another characteristic that could be used to classify \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.



### Mix-n-Match

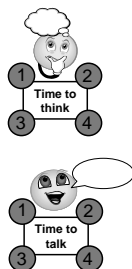
- Cards include important aspects/facts regarding a content area concept or topic.
- The number of cards made depends on topic and how many you want in each group.
- Cards can be distributed randomly or through "Mix-n-Match."
- Students then use academic language to find their partner(s) with matching cards, and are thus placed in groups at random.
- Can use different types of scaffolding (font, color, etc.).
- Can be used as informal assessment (pre-, progress-monitoring, post-).
- English Learners benefit from using academic language to identify and discuss content area concepts in a small group.*



### Snowball

- Decide how many students you want in each group (2, 3, or 4).
- Allow students work in groups of 2, 3, or 4 and identify that many related facts or aspects of a particular topic.
- Have them each write one of the facts/aspects on a sheet of paper. Then have them crumple the paper into a ball.
- "Snowballs" can be collected in a basket or thrown into middle (or front) of room.
- Students then retrieve a "snowball" and open it up.
- Students then use academic language to find their partner(s) with matching facts/aspects of a topic, and are thus placed in groups at random.
- English Learners benefit from working in small groups and using academic language to identify and discuss facts/aspects of content area topics/concepts.*

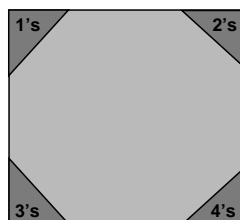
## Numbered Heads



- Random selection of students increases individual accountability.
- English Learners benefit from hearing and using academic language in a small group setting before being selected to respond in front of the whole class.*

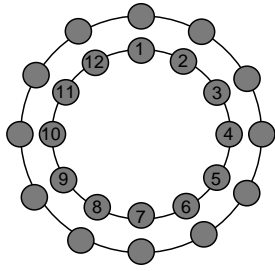
- Students are numbered off in a group.
- Teacher asks question or gives prompt to be discussed.
- Students think about their responses for a period of time.
- Students then discuss their responses so that anyone of them could answer for the group if called upon.
- Teacher selects a number and the student with that number in each group reports out for the group.

## Four Corners



- Students interact and discuss the topic in context using academic language, leading to a deeper understanding for all.*
- English Learners benefit from hearing and being able to use academic language with their peers in a more informal setting.*

- Each corner of classroom represents a different topic or focus.
- Students are selected to go there by random method or self-select based on their interest.
- Students can think and/or write about the topic or discuss it with others in the corner with them.
- One or more students from each corner shares with whole class a summary of the discussion or specific points regarding the topic.

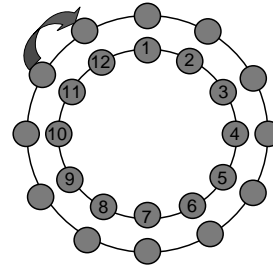


## Fishbowl



- Students hear the topic or response to the prompt discussed in context using academic language.
- English Learners benefit from hearing the academic language modeled for them before they are expected to respond.

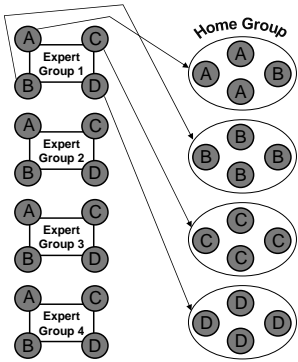
- Half of class (or group) sits in the inner circle, facing inward. The rest sits in a larger circle on the outside facing inward.
- Students in inside circle share on a topic or their response to a prompt while those on the outside listen to learn and/or evaluate the speaker's response.
- Students then switch places and roles with those in the outside circle.



## Inside-Outside Circle

- Students hear the topic or response to the prompt discussed in context using academic language.
- English Learners benefit from hearing the academic language modeled for them before they are expected to respond.

- Half of class (or group) sits/stands inside the circle facing outward; the other, on the outside facing inward.
- Students on inside share on a topic or their response to a prompt while those on the outside listen to learn and/or evaluate the response.
- Students then switch roles, with those on the outside sharing and those on the inside listening/evaluating.
- Students on outside rotate over one place and begin the process again on a different topic or in response to a different prompt.

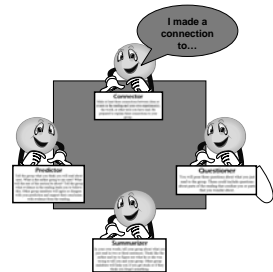


## Jigsaw



- Students gain in-depth knowledge in one area being studied and learn about the other areas from each other.
- English Learners benefit from hearing their peers discuss what they know before being expected to share what they know.

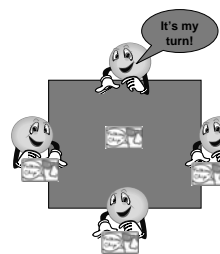
- Students are divided into "Expert Groups" (based on number of topics).
- Each student is assigned to a "Home Group" (A, B, C, or D).
- Each expert group studies one area or topic.
- Then the students move to their home groups (all A's, all B's, etc.)
- Students report out to their home group on what they learned about the topic they studied in their expert group.



## Reciprocal Teaching

- Individuals have specific responsibilities and are more engaged in their reading to fulfill the roles.
- Each group member has a role and must enact his/her role.
- English Learners benefit from hearing each role enacted and the academic language used in enacting the roles.

- Students are in groups of 4.
- Each student has a role: "Summarizer," "Questioner," "Predictor," or "Connector."
- Each role has a specific job description.
- At predetermined places in the reading, students stop and enact their roles.
- They then continue on to the next stopping place, where they enact their roles once again.

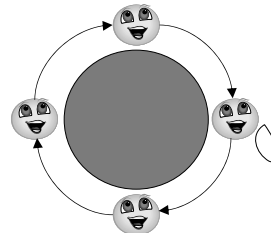


## Talking Chips



- Individuals have equal opportunity to share without interruption.
- All must share.
- English Learners benefit from hearing and using academic language as it relates to content area concepts and topics in small groups.

- Students are seated in small groups.
- Each student receives a "Talking Chip."
- Students are to place their "Talking Chip" in middle of table when they talk.
- They cannot talk again until all members have had a chance to talk.
- Once everyone has had a chance to talk, they can collect the "Talking Chips," redistribute them, and start another round, or have an open discussion.

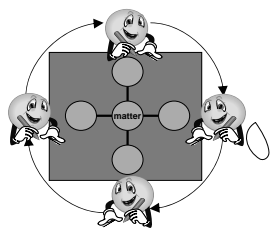


## Roundtable

- Hearing the many different possible responses enhances student understanding.
- English Learners benefit from hearing and using academic language in multiple ways in response to a question or prompt.

- Students are seated at tables in groups of four.
- Teacher asks an open-ended question (one with many possible answers).
- Each student responds with own unique answer.

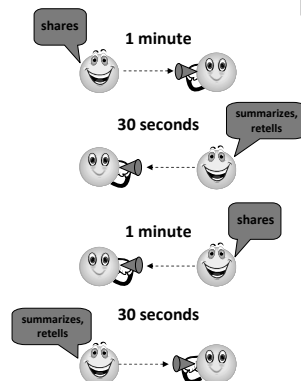
## Team Word Webbing



- Students are seated at tables in teams of four.
- Each team receives a large piece of paper and each student uses a different colored marker.
- Teacher gives a topic or concept and directs students to create a word web.
- Each student adds to the word web part that is closest to him/her.
- On cue, students rotate the paper and add to the word web part nearest them.

- Individual contribution to group product increases accountability and engagement.
- English Learners benefit from hearing and using academic language as it relates to content area concepts and topics.

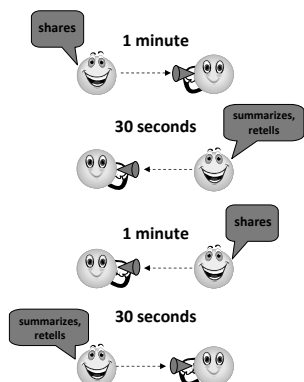
## Passport Pair-Share



- Partner A shares his/her thoughts on a topic for a specified amount of time with Partner B.
- Partner B then summarizes/retells what Partner A just shared for a specified amount of time.
- Partner B then shares his/her thoughts on a topic for a specified amount of time with Partner A.
- Partner A then summarizes/retells what Partner B just shared for a specified amount of time.

- Students must be active listeners to be able to retell/summarize what their partner is sharing.
- English Learners benefit from practicing summarizing/retelling with a partner using content area-specific academic language.

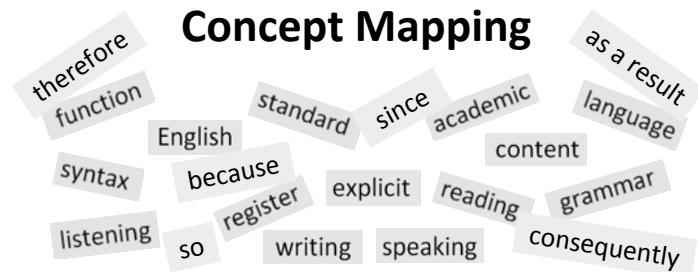
## Passport Pair-Share



### Reflection:

- How might you use Passport Pair-Share in your classroom?
- What are some possible modifications you could make?

## Concept Mapping



- Share with your partner what you now know and understand about structured academic language practice.
- Be sure to use each word when you are sharing!
- Now I want you to use 3 to 5 transition words as you again share what you now know and understand about structured academic language practice!

Two very important strategies to bridge to the Common Core Standards...

